EXAM SUMMARY

Criminal Justice

Master Academic Degree Level

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PEREGRINE
GLOBAL SERVICES

ACADEMICS • LEADERSHIP • PUBLICATIONS

CRIMINAL JUSTICE

EXAM SUMMARY

Introduction

Peregrine Academic Services, the higher education division of Peregrine Global Services, provides assessment services for performing direct assessment of learning outcomes for several academic disciplines. The online exams are used to evaluate retained student knowledge in relation to the academic program's learning outcomes.

This document outlines the **Criminal Justice** assessment service for the master academic degree level.

This assessment service is designed for use by U.S.-based schools and programs.

Validity and Reliability

Peregrine Academic Services places a high priority on ensuring the validity and reliability of the assessment services. These practices begin at the design stage and continue through beta-testing, and with ongoing regularly scheduled quality reviews. A summary of these approaches is provided at the end of this document. For additional information regarding the reliability process, please refer to the following peer-reviewed article:

Oedekoven, O. O., Napolitano, M., Lemmon, J., & Zaiontz, C. (2019). Determining test bank reliability. *Transnational Journal of Business, 4*(Summer), 63-74.

Testing Process

The exams include 10 questions for each exam topic. Each exam is unique as questions are selected at random from the test bank of over 200 questions per topic. Institutions select the topics to be included in the exam to align with the learning outcomes and program curriculum.

Available Exam Topics

The specific topics for this assessment service that are available for use with a customized assessment are:

- Administration of Justice
- Corrections
- Courts
- Criminological Theory
- Ethics and Diversity
- Homeland Security
- Juvenile Justice
- Law Adjudication
- Law Enforcement
- Research and Analytical Skills

Subjects and Example Questions

The following pages include the specific subjects included with the topics along with example questions for the topic. These specific questions have been inactivated within the test bank and are shown in this document only to illustrate the types of questions that are presented to learners.

Test bank questions are written and proofed by terminally degreed, subject matter experts from accredited institutions who have teaching experience with the specific discipline. The criteria for a test bank question include:

- Test questions may be questions or (incomplete) statements.
- All multiple-choice format with 4 possible responses and only one correct response.
- All responses must be plausible and not misleading.
- "All of the Above" (or similar) or "None of the Above" or "A & C" responses are not used.
- All incorrect responses are assigned Response Distractors:

Response Distractor	Student's response indicates they…
Fact-based error	…do not know the fact(s).
Concept-based error	…misunderstood the concept.
Conclusion-base error	…reached an incorrect conclusion.
Interpretation-based error	…incorrectly interpreted the question.
Calculation-based error	…made an error with a math-related calculation.

Administration of Justice

Subjects

- Comparative Criminal Justice

- Contemporary Criminal Justice System

- Major Systems of Social Control

- Personnel Management

Example Questions

_____ is a type of negotiation where the persons involved in the case agree to meet with an impartial party in an effort to resolve the complaint.

A. Arbitration

B. Mediation

C. Jurisprudence

D. Voir dire

Correct Response: A

Evaluate this example: A police officer becomes involved in an altercation that requires them to use their issued nightstick to subdue a violent suspect. The suspect files a claim in civil court that the officer used excessive force and violated his constitutional rights. As part of the pretrial process the court determines that the agency failed to provide its personnel with training on the use of the nightstick. This would be considered a _____ by the courts.

A. use of excessive force

B. deliberate indifference

C. criminally negligent

D. correct use of force

Correct Response: B

Corrections

Subjects:

- Carceral Facilities (Jails/Prisons)

- Community-based Corrections

- History and Correctional Philosophies

- Practice and Legal Environment

Example Questions:

Discretionary parole is the release of inmates from prison made by the _____.

    A. governor

    B. parole board

    C. probation officer

    D. inmate panel

Correct Response: B

The Pennsylvania System is best described as _____ and emphasized reformation and avoidance of criminal contamination.

    A. congregate and silent

    B. separate and silent

    C. open

    D. solitary

Correct Response: B

Courts

Subjects:

- Federal and State

- History

- Lower Courts

- US Supreme Court

Example Questions:

Child support and alimony payments are examples of issues raised in the law of _____.

    A. torts

    B. crimes

    C. probate

    D. domestic relations

    E. nations

Correct Response: D

Among the states, the most common method of selecting and retaining trial judges is by

_____.

    A. gubernatorial appointment

    B. popular election

    C. legislative appointment

    D. judicial appointment

    E. promotion from lower courts

Correct Response: B

Criminological Theory

Subjects:

- Nature and Causes of Crime

- Offenders

- Typologies

- Victims

Example Questions:

The most common criticism of psychological theories among criminologists is that psychological theories _____.

    A. suffer from a lack of agreement on measurement issues

    B. suffer from a lack of consensus on theoretical issues

    C. require research practices that are controversial and unethical

    D. contain many ideas that are impossible to empirically validate

    E. rely too heavily in Freudian ideas that have been discredited

Correct Response: D

According to Howard Becker, the four major categories of deviant behavior are _____.

    A. falsely accused, pure deviant, conforming, and rebellious

    B. pure deviant, conforming, ritualistic deviant, secret deviant

    C. falsely accused, pure deviant, conforming, and secret deviant

    D. pure deviant, ritualistic deviant, conforming, and secret deviant

    E. innovative deviant, ritualistic deviant, conforming deviant, and secret deviant

Correct Response: C

Ethics and Diversity

Subjects:

- Deontological and Teleological Ethics

- Diversity Issues in Criminal Justice

- Ethical Decision-Making and Problem Solving

- Ethics in Criminal Justice (Personal, Situational, Professional)

Example Questions:

The resources and capabilities that lead to the formation of distinctive competencies are mostly created at which level of the organization?

    A. Business

    B. Functional

    C. Corporate

    D. Global

Correct Response: B

Economies of scale are:

    A. unit cost reductions associated with learning effects.

    B. unit cost reductions associated with superior customer responsiveness.

    C. realized when output is as large as possible.

    D. unit cost reductions associated with a large-scale output.

Correct Response: D

Homeland Security

Subjects:

- History

- International Enforcement Effort

- Legislation and Case Law

- National Enforcement Efforts

Example Questions:

Any type of terrorism that is connected to or financed by an individual or organization outside of the borders of the United States would classify as _____.

    A. domestic terrorism

    B. international terrorism

    C. cyber terrorism

    D. a criminal law violation of local statutes

Correct Response: B

The powers of law enforcement were expanded by the Patriot Act to allow the collection of information with a _____ when the information is related to terrorist related activities.

    A. writ

    B. subpoena

    C. affidavit

    D. search warrant

Correct Response: B

Juvenile Justice

Subjects:

- Case Law

- Corrections

- Family Violence

- History

Example Questions:

_____ sanctions involve community supervision of offenders and require the offender to abide by specified conditions to remain in the community.

    A. Dependent children

    B. Neglected children

    C. Delinquent children

    D. Status offender

Correct Response: A

Juveniles have a right to be considered for diversion but do not have a right to be placed in a(n)

_____ if they do not meet program criteria.

    A. institution

    B. juvenile hearing

    C. intake hearing

    D. diversion program

Correct Response: D

Law Adjudication

Subjects:

- Criminal Law

- Criminal Procedures

- Defense

- Prosecution

Example Questions:

While the concept has been interpreted very broadly, the most fundamental aspects of due process are fair notice and _____.

    A. the rights to privacy

    B. fair punishment

    C. celerity of punishment

    D. equal opportunity

    E. fair hearing

  Correct Response: E

Defending clients that the public sees as evil causes a great deal of criticism for defense attorneys. Despite these criticisms, defense lawyers have an ethical obligation to defend the client because of the ethical principle that .

    A. every criminal defendant is entitled to a defense, no matter how heinous the crime

    B. evil is not a legal concept

    C. no lawyer should represent who intentionally lies

    D. an entity as powerful as the courts should show grace

    E. a trial should always look fair, even when it is not

  Correct Response: A

Law Enforcement

Subjects:

- Case Law

- History

- Police Organization and Subculture

- Practice (Local, State, Federal)

Example Questions:

_____ is a rule created by the courts to prevent illegally seized evidence from being used in trial proceedings.

    A. Exclusionary rule

    B. Public Safety doctrine

    C. Inevitable discovery doctrine

    D. M'Naughten Rule

Correct Response: A

Identified as a significant case precedent related to the use of advanced technologies by the police, what U.S. Supreme Court case involved the use of a thermal imaging device by the police?

    A. Tennessee v. Garner

    B. Brown v. Mississippi

    C. Miranda v. Arizona

    D. Kyllo v. U.S.

Correct Response: D

Research and Analytical Skills

Subjects:

- Qualitative Methods in Analyzing Criminal Justice Research

- Qualitative Methods in Conducting Criminal Justice Research

- Quantitative Methods in Analyzing Criminal Justice Research

- Quantitative Methods in Conducting Criminal Justice Research

Example Questions:

A researcher administers a survey about community problem solving to a group of police officers. The results show that officers believe they need more autonomy to effectively solve problems. These results are used to enact new policies that give officers broader discretion in the field. This is an example of _____.

    A. operationalization

    B. rationalization

    C. applied research

    D. pure research

    E. a paradigm shift

Correct Response: C

Key considerations in improving the likelihood of rejecting the null hypothesis for the repeated measures t-test are _____.

    A. a large mean difference and large variance

    B. a large mean difference and small variance

    C. a small mean difference and large variance

    D. a small mean difference and small variance

    E. a large mean difference and moderate variance

Correct Response: B

Assessment Service Validity and Reliability

The programmatic assessment services provided by Peregrine Academic Services, the higher education division of Peregrine Global Services, are used to assess retained knowledge of students at various academic degree levels. Schools deploy these services to evaluate the effectiveness of their academic programs, identify areas for improvement, and demonstrate program outcomes to external stakeholders.

Peregrine places a high priority on ensuring the validity and reliability of the assessment services. These practices begin at the design stage and continue through beta-testing, and with ongoing regularly scheduled quality reviews. The following outlines the approaches used to ensure ongoing validity and reliability.

> *Validity* refers to the extent to which the test banks and the services measure the phenomena under consideration.

> *Reliability* refers to the extent to which the exam results are repeatable and therefore data sets can be compared over time.

Design Features that Impact Validity and Reliability

The following features apply to all assessment services.

- Exam scoring is 100% objective using automated marking.
- Each exam viewed by a student is unique using a random selection of questions from the test bank in random topic order.
- Each exam has timed response periods for questions. When the user navigates away from the exam screen, the screen fades, a message appears informing the user that he/she has left the exam window and the questions are timed.
- Students are unable to copy/paste from the exam window.
- Abandoned exams are excluded from summary reports.

Ensuring Ongoing Validity and Reliability

Validity

To ensure test bank validity, the following measures were adopted when the initial test banks were created. The same principles are use with subsequent changes to the test banks.

- The specific accreditation or certification requirements related to learning outcomes evaluation were used to determine the topics and subjects for the test banks.
- Current teachings for each topic were considered regarding the foundational level of each test bank.
- Exam questions were written and reviewed by academic professionals within each

discipline. Similar subject matter experts are used with subsequent editing and for new questions.

- Each topic has questions designated for 4-8 subjects per topic to help ensure appropriate breadth of coverage and allow for specific learning outcomes measurement.

- Exam responses are either correct or incorrect, with only one possible right choice. Scores are determined by summarizing the percent correct: per subject, per topic, and by total score.

Reliability

Peregrine contracted with external experts to design a comprehensive and statistically sound approach to measuring assessment service reliability. A *Reliability Report* is generated for each assessment service for its scheduled periodic review. The report generates data for several reliability metrics and the data for each are compared with acceptability criteria to determine which test questions should be modified or replaced.

Subject matter experts in the field are then contracted to modify/replace the targeted questions. Hence, the assessment service is regularly reviewed and improved to ensure ongoing reliability.

Reliability is determined by measuring *Item Difficulty*, *Item Discrimination,* and *Question Interchangeability.*

Item Difficulty refers to the percentage of students who answer questions correctly. Data are generated by topic and for each question. The target Item Difficulty is 60 percent correct with an acceptable range of 35–80 percent.

Item Discrimination refers to how well a question distinguishes between those students with more knowledge (higher overall exam scores) from those with less knowledge. Two measures are used: *Discrimination Index* and *Point-Biserial Correlation*.

For a given question, the Discrimination Index compares the scores of students with high overall test scores with students with low overall test scores. The scale is -1 to +1, with higher values indicating that a given question better distinguishes between high and low performing students. A value of ≥ 0.20 is considered acceptable. Point-Biserial Correlation is equal to Pearson's Correlation Coefficient between the scores on the entire exam and the scores on a specific question. A score of ≥ 0.10 is considered acceptable. When assessing the quality of questions, both the Discrimination Index and the Point-Biserial Correlation Coefficient are reviewed.

Question Interchangeability refers to the ability to substitute a question in the test bank with

another without significantly affecting the total score that an individual would receive on the exam. This is determined using Cohen's Effect Size d calculated based on a two-tailed t-test comparing the total score for all students who had that question in their exam versus the total score of the students who did not have that question in their exam. The scale is 0 - 1.0, and a score of < 0.20 is considered acceptable.